DOCUMENT RESUME

ED 245 047 UD 023 636

| | |
|---|---|
| AUTHOR | Friedman, Grace Ibanez; Schulman, Robert |
| TITLE | John Jay High School Project "RESCATE." O.E.E. Evaluation Report, 1982-1983. [Final Report.] |
| INSTITUTION | New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation. |
| SPONS AGENCY | Department of Education, Wasnington, DC. |
| PUB DATE | Mar 84 |
| GRANT | G008006387 |
| NOTE | 75p.; Published by the O.E.E. Bilingual Education Evaluation Unit; For related documents, see ED 215 069 and ED 234 126. |
| PUB TYPE | Reports - Evaluative/Feasibility (142) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | *Achievement Gains; Asian Americans; Attendance; *Bilingual Education Programs; *Dropout Prevention; *English (Second Language); Haitians; High Schools; *Limited English Speaking; Native Language Instruction; *Program Effectiveness; Spanish Speaking |
| IDENTIFIERS | New York (Brooklyn); *Project RESCATE NY |

ABSTRACT

Project RESCATE, in its third and final year of funding, provided instruction in English as a Second Language (ESL) and native language skills, as well as bilingual instruction in science, mathematics, and social studies, to 185 Spanish-speaking students of limited English proficiency (LEP) at John Jay High School in Brooklyn, New York. In addition, ESL instruction was provided to 20 Haitian, 20 East Asian, 3 Middle Eastern and 2 Italian LEP students. The overall program goal was dropout prevention. To this end, staff worked with students and their parents, offering a variety of supportive services including individual and group guidance, career orientation, home visits to reduce truancy, tutoring, and an alternative school for students unable to function in the mainstream. The program was supported by a combination of Title VII, Chapter 1, and tax-levy funds. Students were assessed in English language development, native language mastery, and in mathematics, social studies, science, and business and vocational studies. Quantitative analysis of achievement data indicated generally significant academic gains; in addition, the attendance rate among program students was significantly higher than that of the general school population. The following changes were identified as having occurred in the three-year funding period: (1) the return of monolingual English speakers to mainstream classes; (2) extension of ESL instruction; (3) incorporation of a remedial mathematics course; (4) strengthening of local business ties to locate employment for program students; and (5) maintenance of a family language program. The evaluation also identified areas where efforts were less successful: (1) documenting non-Hispanic participation; (2) increasing staff development in policy planning; (3) expanding tutorial services; (4) assessing curriculum needs; and (5) identifying materials available from outside sources. (Author/GC)

ED245047

JOHN JAY HIGH SCHOOL

PROJECT "RESCATE"

1982-1983

# OEE Evaluation Report

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O.E.E. Evaluation Report

March, 1984

Grant Number: G008006387

JOHN JAY HIGH SCHOOL

PROJECT "RESCATE"

1982-1983

Principal:
Mr. Enzo Togneri

Acting Project Director:
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A SUMMARY OF THE EVALUATION
FOR PROJECT RESCATE
JOHN JAY HIGH SCHOOL
1982-1983

This program, in its third and final year of funding, provided instruction in E.S.L. and native language skills, as well as bilingual instruction in science, mathematics, and social studies to approximately 185 Spanish-speaking students of limited English proficiency in grades nine through twelve. In addition, E.S.L. instruction was provided to approximately 20 Haitian, 20 East Asian, three Middle Eastern, and two Italian LEP students in grades nine through twelve. These students, although placed in mainstream classes for content-area instruction, received tutorial support through the bilingual program. The program population represented over 20 national backgrounds. All program students were foreign-born and most were recent immigrants. The students varied in educational preparedness, socioeconomic status, and length of residency in the United States.

The overall program goal was drop-out prevention. To this end, the staff worked toward providing and reinforcing effective classroom instruction, while the various non-instructional components emphasized motivating students to come to and remain in school, providing skills which would help students outside the school setting, and providing family members with the necessary skills and information to negotiate their new environment. These objectives were accomplished through a variety of supportive services including:

-- Individual and group guidance to discuss students' programs and progress, to advise and assist with behavior problems, and to make referrals to outside agencies;

-- Career orientation consisting of a one-semester career course in Spanish, field trips and presentations by representatives of local colleges and the armed forces, and assistance in securing part-time jobs and other kinds of work experience;

-- Outreach program of visits to students' homes to reduce truancy;

-- Tutoring by program teachers;

-- Alternative school for students who were unable to function in the mainstream.

Title VII funds supported administrative and support services staff and paraprofessional assistance. Instructional and bilingual/

bicultural services were provided by tax-levy and Chapter I personnel. Development activities for staff members included monthly departmental meetings and workshops, and attendance at professional conferences and university courses. Parents of participating students were involved through adult education courses and workshops, and participation in the drafting of a Title VII grant on computers.

Students were assessed in English language development (Criterion Referenced English Syntax Test and teacher-made tests); growth in the mastery of their native language (Interamerican Series Prueba de Lectura and staff-developed tests); mathematics achievement (New York State Regents Competency Test); mathematics, social studies, science, native language studies, and business and vocational areas (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

-- All groups of students in both semesters showed statistical gains on CREST achievement, exceeding the criterion of one CREST objective per month of attendance. In the fall semester, the average rate of acquisition was more than double the criterion.

-- Overall passing rates for students enrolled in fall E.S.L. courses ranged from 79 percent (beginning) to 94 percent (mainstream). Overall passing rates in the spring exceeded 90 percent at all course levels.

-- Results for all students tested on La Prueba de Lectura (Level 3) were statistically significant.

-- Students enrolled in Spanish language classes achieved overall passing rates of 88 percent and 85 percent in the fall and spring, respectively.

-- Overall passing rates for students enrolled in French/ Haitian language classes were 92 percent in the fall and 67 percent in the spring.

-- In mathematics, science, social studies, and business/ vocational courses, program students achieved overall passing rates exceeding 75 percent in both semesters, except for social studies students in the fall (63 percent passing).

-- Program students' attendance rate was significantly higher than the rate of the general school population.

The following changes were identified as having taken place during the three-year funding period:

-- Monolingual English speakers were returned to mainstream official classes;

-- The extension of E.S.L. instruction through Extra English classes;

-- The incorporation of a two-semester remedial mathematics course;

-- The strengthening of local business ties to locate employment for program students; and

-- The maintenance of the family language program.

The evaluation also identified those areas where efforts were less successful:

-- Documenting non-Hispanic participation;

-- Increasing staff involvement in policy planning;

-- Developing a written language policy;

-- Expanding tutorial services;

-- Assessing curriculum needs;

-- Identifying available materials from outside sources.

In response, the evaluation recommends a restructuring of roles to accomplish these goals so that the project's services to LEP students will continue in the absence of Title VII funds.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS


| | | PAGE |
|---|---|---|
| I. | INTRODUCTION | 1 |
| II. | DEMOGRAPHIC CONTEXT | 3 |
| | Community Setting | 3 |
| | School Setting | 4 |
| III. | STUDENT CHARACTERISTICS | 6 |
| | Student Composition | 6 |
| IV. | PROGRAM DESCRIPTION | 13 |
| | History | 13 |
| | Program Goals and Objectives | 14 |
| | Program Organization and Funding | 17 |
| | Staffing | 19 |
| V. | INSTRUCTIONAL COMPONENT | 21 |
| | Entry Criteria | 21 |
| | Mainstreaming | 21 |
| | Transition | 22 |
| | Course Offerings | 23 |
| VI. | NON-INSTRUCTIONAL SERVICES | 32 |
| | Direct Services to Students | 32 |
| | Indirect Services | 37 |
| VII. | FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE | 40 |
| | Acquisition of English Syntax | 40 |
| | Native Language Reading and Comprehension | 44 |
| | Achievement in Mathematics, Science, Social Studies, and Other Content Areas | 48 |
| | Attendance | 50 |
| VIII. | CONCLUSIONS AND RECOMMENDATIONS | 52 |
| | Instructional Offerings | 52 |
| | Other Instructional Goals | 53 |
| | Attendance/Drop-Out Prevention | 54 |
| | Guidance and Supportive Services | 54 |

TABLE OF CONTENTS
(continued)


| | | PAGE |
|---|---|---|
| VIII. | CONCLUSIONS AND RECOMMENDATIONS (continued) | |
| | Curriculum Development | 55 |
| | Staff Development | 56 |
| | Parent Involvement | 57 |
| | Response to Prior Recommendations | 58 |
| | Final Comments | 59 |
| IX. | APPENDICES | 61 |

LIST OF TABLES


| | | PAGE |
|---|---|---|
| Table 1: | Ethnic/Racial Breakdown of John Jay High School Students. | 4 |
| Table 2: | Number and Percent of Program Students by Country of Birth. | 7 |
| Table 3: | Number of Program Students by Age and Grade. | 10 |
| Table 4: | Number and Percent of Program Students by Sex and Grade. | 11 |
| Table 5: | Time Spent in the Bilingual Program. | 12 |
| Table 6: | Funding of the Instructional Component (Spanish). | 18 |
| Table 7: | Funding of the Non-Instructional Components. | 18 |
| Table 8: | Instruction of English as a Second Language and English Reading (Fall and Spring). | 24 |
| Table 9: | Instruction in the Native Language (Fall and Spring). | 26 |
| Table 10: | Bilingual Instruction in Subject Areas (Fall and Spring). | 28 |
| Table 11: | Results of the Criterion Referenced English Syntax Test (Fall and Spring). | 42 |
| Table 12: | Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in English as a Second Language. | 43 |
| Table 13: | Native Language Reading Achievement. | 46 |
| Table 14: | Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Spanish Language Studies. | 47 |
| Table 15: | Number of Spanish-Speaking Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects (Fall and Spring). | 49 |
| Table 16: | Attendance Percentages of Program Students. | 51 |

LIST OF TABLES
(continued)

PAGE

Table 17: Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School. 51

PROJECT "RESCATE"

JOHN JAY HIGH SCHOOL BILINGUAL PROGRAM

| | |
|---|---|
| Location: | 237 Seventh Avenue<br>Brooklyn, New York |
| Year of Operation: | 1982-83, Third and final year of funding |
| Target Languages: | Spanish, French/Creole |
| Number of Participants: | 330 |
| Principal: | Enzo Togneri |
| Acting Project Director: | Stephen Glickman |

## I. INTRODUCTION

Project "RESCATE" at John Jay High School has been documented thoroughly in reports issued by the Office of Educational Evaluation (see Project Reports 1980-81, 1981-82). This evaluation is the third and final report on Project "RESCATE."

Over its three years of operation, the project has served a population of approximately 1,000 limited English proficient (LEP) students representing more than 21 national backgrounds, who have arrived in the United States with various degrees of educational preparedness and who have differed in socioeconomic status and length of residency in the United States. In working with these students, the great majority of whom were Spanish-dominant, the project stressed drop-out prevention. Staff worked toward providing and reinforcing effective classroom instruction, while the various non-instructional components emphasized motivating students to come to and remain in school, providing skills which would help

students outside the school setting, and providing family members with the necessary skills and information to negotiate their new environment. These objectives were accomplished through an array of supportive services.

During 1982-83, a combination of Title VII, Chapter I, and basic tax-levy funds supported a director, guidance counselor, eight teachers, and one full-time educational assistant (paraprofessional). Although this year the project operated with fewer personnel than in the past, it continued to render the same array of services, adjusted to funding cuts and personnel changes.

Last year's report documented areas where changes occurred or the program was modified, and elaborated on a number of the program's special features, including the Family Language Program. It also reported students' reactions to the program and observations of how the program functions day-to-day in the classroom. This year's report will attempt to summarize project accomplishments over the three-year period, including a review of stated project goals and objectives. Readers who wish a fuller picture of the project are referred to those reports which were previously mentioned.

## II. DEMOGRAPHIC CONTEXT

### COMMUNITY SETTING

John Jay High School, nearly a century old, operates in Park Slope, one of Brooklyn's up and coming gentrified neighborhoods. Traditionally a racially integrated, middle and working class community, the area has seen an influx of affluent newcomers who have stimulated the local economy. While less affluent residents continue to live in the area, restaurants and specialty shops are catering increasingly to the elite tastes of the upwardly mobile.

In the midst of this neighborhood sits John Jay, occupying an entire city block. While the fortune of the neighborhood has gone up, the fortune of John Jay relatively has not. Inside the imposing structure one finds that bathrooms, corridors, and classrooms are in need of painting and renovation. The outside facade, however, is clean and well kept. Students enter and leave in an orderly process, sometimes supervised by neighborhood police or school officials. Nearby public transportation facilitates arrivals and departures.

Community residents maintain public scrutiny of John Jay, have voiced criticism of its attendance and drop-out rates, and have shown no hesitancy to complain about students who loiter in the neighborhood during or before school. Concurrent with such public visibility has been a high turnover rate for its top officials -- prior to the current principal who has maintained his post for three years, four principals turned over in five years. The current principal has reportedly reduced absenteeism and the drop-out rate since beginning his tenure. Whether

this alone will satisfy community residents and the needs of student commuters remains to be seen. The school, like the neighborhood, is in a state of transition.

SCHOOL SETTING

The majority of John Jay students come from immediately adjoining neighborhoods: Sunset Park, Red Hook, Prospect Heights, and Crown Heights -- areas characterized by fewer economic resources than Park Slope, and higher rates of poverty and unemployment. During the past two years variances have permitted Italian students to attend out-of-district high schools, thereby increasing the Hispanic character of the school as a whole.

The percentage of Hispanic students at John Jay -- 60 percent in 1982-83 -- approximated the figure for the district. The ethnic breakdown of the student population for the years 1980-83 is provided below in rounded figures:

TABLE 1

Ethnic/Racial Breakdown of John Jay High School Students[a]

| Ethnicity/Race | Percent of Total Enrollment 1980-1981 | Percent of Total Enrollment 1981-1982 | Percent of Total Enrollment 1982-1983 |
|---|---|---|---|
| Hispanic | 56 | 60 | 60 |
| White, non-Hispanic | 23 | 17 | 15 |
| Black, non-Hispanic | 19 | 21 | 23 |
| Asian | 1 | 2 | 2 |
| American Indian | 1 | 0 | 0 |

[a] Source. Pupil Ethnic Composition Reports, October 1980, 1981, 1982, Office of Student Information Services, Board of Education of City of New York.

[b] Only two students.

Sixty-five percent of the students are in the "low income" category, according to federal poverty criteria. Academically, one-half of the students perform at two years or more below level in reading; almost 60 percent perform at this level in math.

## III. STUDENT CHARACTERISTICS

### STUDENT COMPOSITION

During the last three years the bilingual program served approximately 1,000 students: 335 in 1980-81, 285 in 1981-82, and 330 in 1982-83. In the first year, about six percent of program participants were English-dominant students who took part in official classes with bilingual students to stimulate social integration. Contrary to expectation, students tended to cluster according to their home language. Subsequently, this year official classes were completely bilingual, facilitating programming and attendance follow up.

The percentage of foreign-born students was 85 percent in 1980-81, 83 percent in 1981-82, and 100 percent in 1982-83. The countries of origin most frequently represented were Puerto Rico, the Dominican Republic, Equador, and Haiti. Table 2 presents the 1982-83 program students, for whom information was reported, by country of origin.

The 1981-82 report mentioned that the Italian and French Creole components were diminishing and approaching a zero-need level. In 1982-83, services were rendered to only two Italian speakers, and fewer French Creole students were served. (Italian students are being served at New Utrecht High School, which has a program geared to their needs.) Asian students were increasing slightly, but not in sufficient numbers to warrant creating a native language component. These non-Hispanic LEP students were enrolled in E.S.L. classes, and received tutoring from bilingual program staff members or used the before-class tutorial services* offered to all John Jay students.

---

*These are offered in the school library.

TABLE 2

Number and Percent of Program Students by Country of Birth

| Country of Birth | Number | Percent of Program |
|---|---|---|
| Korea | 3 | |
| Vietnam | 6 | |
| Cambodia | 3 | |
| India | 3 | |
| People's Republic of China | 1 | |
| Hong Kong | 2 | |
| Other 'Asia" | 1 | |
| Total Asian | 19 | 8 |
| Yeman | 2 | |
| Egypt | 1 | |
| Total Middle East | 3 | 1 |
| Puerto Rico | 73 | |
| Dominican Republic | 34 | |
| Cuba | 1 | |
| Mexico | 3 | |
| Honduras | 10 | |
| Guatemala | 8 | |
| Costa Rica | 1 | |
| El Salvador | 8 | |
| Nicaragua | 5 | |
| Panama | 6 | |
| Colombia | 5 | |
| Ecuador | 29 | |
| Chile | 1 | |
| Total Hispanic | 184 | 81 |
| Italy | 2 | 1 |
| Haiti | 20 | 9 |
| TOTAL | 228 | 100 |

•Over 80 percent of the program students were born in Spanish-speaking countries.

Program students are, for the most part, recent immigrants who are generally anxious to speak English. Most arrive from their native countries having mastered at least rudimentary skills. Some are seemingly better prepared than their American-educated peers. Most students seem to be of average ability; in cases where language acquisition has been extremely slow, staff members have sometimes found it difficult to distinguish cognitive problems from possible learning disability. However, the number of these cases are few. In short, students are motivated, have a fair level of skills, and are well disposed -- at least when they first arrive -- toward acquisition of English language and other skills. They tend to be less hampered than mainstream students by some kinds of problems. For example, according to staff, drug abuse -- while not unknown in the bilingual program -- is less prevalent than in the mainstream.

At the same time, students are very much affected by problems of adjustment. Many are weighted down by family responsibilities, as they serve as caretakers for younger children, interpreters for parents and other relatives, or as emotional supports to parents who are dealing with perplexing and frustrating bureaucratic, legal, and economic difficulties. While neighborhood institutions, including the Pentacostal and other churches, provide some support to families, the parents tend to rely heavily on their adolescent children.

One unique feature of the program's population (noted in Project Reports 1980-81 and 1981-82) was the number of overaged students -- students who are two to three years over the expected age for that grade.

In 1980-81, only 42 percent of students were at the expected age range for their grade. In 1981-82 and 1982-83 the trend was upheld (see Table 3). This age factor has been correlated with lower grades for overage students than for age-appropriate peers. These are students who may have missed a year or more of school, whose grade placement may reflect their age more than their prior educational preparation. As a result they may have a lack of cognitive development in their native language which must be addressed, as it has implications for their ability to acquire oral and literacy skills in English. In addition to academic pressures, older students must often contribute financially to households. This translates into needing additional help in vocational areas, and specialized academic counseling. The program has offered limited guidance and support services to reduce these pressures.

As in keeping with other newly-arrived groups, program participants are very mobile, moving frequently in response to finding better quarters, better transportation, or cheaper arrangements. In some cases families temporarily or permanently return to their native countries, having found life here untenable. The program staff have had to deal with a constantly changing student population, in part due to multiple admissions throughout the academic year, and ongoing dismissals due to absenteeism and transfer. Record keeping would be a disaster were it not for the help of conscientious official teachers and the project's paraprofessional who maintain up-to-date attendance records. In addition to official letters sent by the school's attendance office, the project's paraprofessional follows up with home visits and phone calls to stabilize program participation.

TABLE 3

Number of Program Students by Age and Grade

All Students

| Age | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |
|---|---|---|---|---|---|
| 14 | 1 | 2 | 0 | 0 | 3 |
| 15 | 9 | 10 | 1 | 0 | 20 |
| 16 | 11 | 30 | 8 | 0 | 49 |
| 17 | 8 | 23 | 29 | 9 | 69 |
| 18 | 5 | 12 | 17 | 11 | 45 |
| 19 | 1 | 8 | 13 | 6 | 28 |
| 20 | 0 | 2 | 5 | 5 | 12 |
| 21 | 0 | 0 | 0 | 3 | 3 |
| 22 | 0 | 0 | 0 | 1 | 1 |
| TOTAL | 35 | 87 | 73 | 35 | 230 |

All Overage Students

| | | | | | |
|---|---|---|---|---|---|
| Number | 25 | 45 | 35 | 15 | 120 |
| Percent | 71.4 | 51.7 | 47.9 | 42.9 | 52.2 |

Hispanic Students

| | | | | | |
|---|---|---|---|---|---|
| Number | 19 | 37 | 24 | 9 | 89 |
| Percent | 65.5 | 51.4 | 42.9 | 34.6 | 48.6 |

Note. Shaded boxes indicate expected age range for grade.

- Fifty-two percent of the students reported were overage for their grade.
- Forty-nine percent of the Spanish-speaking students were overage.
- The proportion of overage students is highest in grade 9 and decreases as grade increases.

Over the three years of program operation, the overall composition of the student body at John Jay has remained stable -- the number of males and females have been roughly equivalent, with a slightly higher percentage of males. In the last program year, the situation was the same: males manifested a slightly higher percentage than females. Table 4 presents the 1982-83 program students by sex and grade.

TABLE 4

Number and Percent of Program Students by Sex and Grade

All Students

| Grade | Number Male Students | Percent of Grade | Number Female Students | Percent of Grade | Total Number | Percent of All Students |
|---|---|---|---|---|---|---|
| 9 | 24 | 69 | 11 | 31 | 35 | 15.1 |
| 10 | 44 | 49 | 45 | 51 | 89 | 38.4 |
| 11 | 40 | 55 | 33 | 45 | 73 | 31.4 |
| 12 | 16 | 46 | 19 | 54 | 35 | 15.1 |
| TOTAL | 124 | 53[a] | 108 | 47[a] | 232 | 100 |

[a]Percent of all program students.

•Most program students were in the tenth grade.

Program duration is typically two years, but a student's individual progress determines whether a shorter or longer period is necessary. Table 5 presents the time spent by students in the bilingual program, by grade.

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1983)

| Time Spent in Bilingual Program | Number of Students Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total |
|---|---|---|---|---|---|
| <1 Academic Year | 10 | 11 | 4 | 0 | 25 |
| 1 Academic Year | 25 | 37 | 26 | 6 | 94 |
| 2 Academic Years | 0 | 22 | 19 | 7 | 48 |
| 3 Academic Years | 0 | 17 | 16 | 7 | 40 |
| 4 Academic Years[b] | 0 | 2 | 5 | 12 | 19 |
| 5 Academic Years[b] | 0 | 0 | 3 | 3 | 6 |
| TOTAL | 35 | 89 | 73 | 35 | 232 |

[a]Rounded to the nearest year.

[b]Reflects participation in previous bilingual program.

- Only 17 percent of the students reported had been in the program for three years.
- Over 50 percent of the students had been in the program for only one year or less.

## IV. PROGRAM DESCRIPTION

### HISTORY

Project "RESCATE" is part of a long history of response to the needs of bilingual students at John Jay. Prior to 1975, tax-levy monies supported English as a second language (E.S.L.) classes and one staff member provided guidance in Spanish or French to students who otherwise could not benefit from existing guidance services. In 1974, a five-year Title VII program was funded to offer basic bilingual services to three groups which were, at the time, roughly equivalent in numbers: Spanish-dominant, Italian-dominant, and French/Creole-dominant students. When that program ended in 1979 there was a one-year hiatus in supplementary bilingual services. The basic instructional program remained intact; the bilingual guidance counselor retained responsibility for record evaluation and placement and in this way became a figure of continuity. Other bilingual staff members who had furnished supplementary services returned to the classroom.

During 1979-80, tax-levy services met the basic instructional needs of Spanish-dominant students. (The numbers of Haitian and Italian LEP students had declined through the late seventies; by 1980, these groups did not have the numbers to warrant content-area instruction in those languages.) At the same time, statistics suggested that the school was failing either to keep Hispanic youngsters in class (60 percent of the drop-outs were Hispanic) or to prepare them to negotiate skillful entry into the labor market. It became apparent that bilingual instruction would not suffice in a setting where students who needed that

instruction were not in the classroom.

In 1980, Project "RESCATE" was funded as a drop-out prevention and career education program and placed, in supplementary positions, staff members who with one exception had not been involved with the previous Title VII program. The exception was the project director, who had served as a math teacher in charge of curriculum and testing, as well as consent decree and LAU coordinator.

Earlier this year John Jay submitted a new Title VII proposal, geared to introducing bilingual students to both personal and commercial use of computers. The new proposal attempts to arm bilingual students with enough skills to be computer literate. If funded, the proposal will not only expand into a new area, but will continue to provide the supplemental staff and services which have reduced the dropout rate at John Jay -- the bilingual guidance counselor, the paraprofessional, tutoring, and curriculum development.

GOALS AND OBJECTIVES

To date, the goals and objectives contained in the Title VII proposal are the written evidence of program purposes and aims. This is not a problem in terms of program operation; the program has effectively rendered service. When questioned about the existence of a written statement, the vice principal referred to the current proposal, then verbally shared his recollection of what was contained in the proposal. (It was very close to what was actually written.) The vice principal also stated that he had set a 90:10 ratio of native language

to English use in content-area courses in order to acclimate students to English. The principal, when questioned similarly, replied that "If I wanted a written statement, it could be easily done -- even by that afternoon if necessary."

In an earlier report (1980-81) the principal viewed the program goals in the framework of his overall aims for the school as a whole. This is important, since clearly he sees the program as part -- not separate from -- the school as a whole. His overall goal, at that time, was to improve the image of John Jay and to reduce absenteeism, both of which he has effectively accomplished during this three-year tenure, so one can safely say that his initial goals have been reached. Hence a need to articulate a current set, reflecting more pressing needs -- both of the school at large, and its LEP population in specific.

For evaluation, the program proposed the following instructional, non-instructional, curriculum, and training objectives:

Instructional Objectives

As result of participating in the program:

1) students will master an average of one objective per four weeks of treatment on the Criterion Referenced English Syntax Test;

2) students will show significant gains in their native language; and

3) seventy percent of the students will achieve a passing grade in the areas of mathematics, social studies, science, career education, and vocational training.

Non-Instructional Objectives

As a result of participating in the program:

1) students' attendance rate will surpass that of the mainstream students by at least ten percent;

2) students' drop-out rate will be at least 10 percent less than the drop-out rate of mainstream students;

3) at least 60 percent of the students will increase their cultural and extracurricular activities; and

4) fifty percent of the students seeking a part-tme job will obtain employment, after school hours or during the summer.

Curriculum and Training Objectives

1) individualzed learning activity packets will be developed for four courses of study during the year;

2) over 50 percent of the staff members will enroll in college/university courses and achieve passing grades; and

3) at least 80 percent of the staff members will participate in at least 80 percent of the in-service workshops offered by the program.

PROGRAM ORGANIZATION AND FUNDING

The program is part of a larger organizational unit, including the foreign language, music, and art departments, headed by a vice principal. Although the organizational chart in the program proposal reflected a direct reporting link between project director and principal, the working policy of the current principal has been to delegate direct supervision of funded programs to appropriate assistant principals. This extra link in the chain of command has had both positive and negative effects: it has integrated the project with an existing organizational unit; yet it has reduced the project director's autonomy to make decisions, since he must confer with the vice-principal who, in turn, confers with the principal.

The following tables indicate the funding of the program's instructional and non-instructional components.

TABLE 6

Funding of the Instructional Component (Spanish)

| Content Area | Funding Source(s) | Teachers |
|---|---|---|
| E.S.L. | Tax-Levy<br>Chapter I | 0.4<br>1.0 |
| Extra English | Tax-Levy | 0.8 |
| Spanish | Tax-Levy | 1.6 |
| Mathematics | Tax-Levy | 0.8 |
| Social Studies | Tax-Levy | 1.0 |
| Science | Tax-Levy | 0.4 |
| Other | Tax-Levy | 0.8 |

TABLE 7

Funding of the Non-Instructional Components

| | Funding Source(s) | Staff Members |
|---|---|---|
| Administration | Title VII | .8 Director |
| Curriculum Development | Title VII | .4 Curriculum specialists |
| Supportive Services | Title VII | 1 Bilingual guidance counselor |
| Parental and Community Involvement | Title VII and Tax-Levy | .8 Director<br>11 part-time bilingual/ bicultural specialists |
| Other | Title VII | 1 Paraprofessional (family assistant) |

STAFFING

During the project's first year, the full-time Title VII staff included a director, career advisor, guidance counselor, and resource specialist. A twenty percent reduction in monies budgeted for salaries during the second year meant that the resource specialist, a valued member of the staff, was no longer associated with the program. In addition, the project director and career advisor both took on classroom responsibilities. In the program's final year, the director and curriculum specialist performed classroom duties in addition to program-related tasks. Paraprofessional staff support has been inconsistent throughout, varying from two persons to none at all. This year one paraprofessional was employed in performing office tasks such as attendance follow up. She also made home visits, job placement, and tutoring.

In each of the three major content areas, staff members were teaching out-of-license. The bilingual social studies teacher, science teacher, and math teacher were all licensed only in Spanish. The assistant principal ascribed the staffing pattern to the shortage of qualified teachers in the city, but stressed that he had no qualms about the performance of any one of these teachers in their present assignments. Appendix A documents staff background characteristics.

Staff Attitudes

While the principal has taken a public stance in favor of bilingual education, faculty response has been on the whole, less suppor-

tive of the program. This, in part, arises because bilingual staff members, especially supplementary staff, are not in the classroom for five periods each day. There is also the fear that monolingual teachers may find themselves out of work as the percentage of Hispanic students increases in the school. In a more general sense, some teachers dislike government intrusion, and specifically the use of tax dollars to aid minority groups. The principal has previously stated that "There is a direct relationship between the number of teachers out and the number of footsteps you hear in the hallway during class time," also adding "that helping to cover these classes is a matter of citizenship: everyone lives in the building." He, therefore, felt Title VII staff should not be exempt from covering classes during the day. Title VII staff members in some cases felt that they were handling a disproportionate amount of coverage -- typically one or two periods a day -- because they were perceived as having free time. At the same time they felt that the "extra" work they performed (test administration, counseling, and tutoring) went unrecognized and unappreciated. Although these negative attitudes have persisted, they are not perceived as debilitating to program functioning; it is felt that the intensity of these attitudes has diminished as the program has become more established.

## V. INSTRUCTIONAL COMPONENT

### ENTRY CRITERIA

In order to be eligible for Title VII services non-English speakers must score below the twenty-first percentile on the Language Assessment Battery (LAB). The extensive intake procedure also includes:

--a verbal interview conducted by the bilingual guidance counselor;

--achievement tests administered by bilingual school personnel (E.S.L., native language, and mathematics); and

--student placement based on test results, parental requests, and the interview itself.

Entry and placement decisions were sometimes complicated by students who entered without records, or by overage students who had not been to school on a continuous basis. Another category of student presenting difficulty was the Latin American student who was born there, but raised and educated here. Technically these students were not LEP, since they were fully bilingual (although not necessarily biliterate). In such cases the decision to admit was made on a case-by-case basis in order to give the most needy student an opportunity to participate, while not excluding borderline students from the same opportunity to maximize their secondary education.

### MAINSTREAMING

While the bilingual program was designed as a two-year program for ninth, tenth, and eleventh graders, the duration of actual participation varied from student to student (see Table 5). LAB and CREST scores

as well as teachers' recommendations, were taken into account to determine readiness for mainstreaming. Decisions about mainstreaming were made primarily in September and February, but were ongoing throughout the school year. Parental consent, a requirement for mainstreaming, was easily obtained in most cases.

The project encouraged a gradual transition to a full mainstream program. Program students were enrolled in mandated mainstream courses and in elective courses which suited their individual needs or interests.

Program students were offered the option to:

--take Extra English courses; as well as

--take electives/required courses in the mainstream such as art, music, hygiene, bookkeeeping, typing, and gym, along with the E.S.L., bilingual content-area, and native language courses offered by the program.

Mainstreamed students remain in touch with the program through their attendance in bilingual official classes, thus insuring a basic level of continuity.

TRANSITION

In an earlier report the project director stated that he knew of programs which introduced an increased use of English within bilingual content-area courses, but he noted that this was not the case at John Jay (see Program Report, 1980-81). This year the assistant principal of foreign languages restated that the policy at John Jay was a 90:10 ratio of native language to English in content-area courses. This policy, while unwritten, was understood to be in effect, especially in more advanced content-area courses.

COURSE OFFERINGS

English As A Second Language

Program participants were offered four semesters of E.S.L.: two were considered beginner's levels, and two were intermediate and advanced level courses. In addition, four semesters of supplemental (or Extra-English) were also offered, serving as a transition to regular English classes. All classes met for five periods each week and were exclusively for program students. Table 8 outlines the 1982-83 offerings in the E.S.L. sub-component of the "RESCATE" program.

A member of the evaluation team observed both E.S.L. and Extra English classes. On the day of the visit to an advanced E.S.L. classroom, 16 students were present including four Asian students. The instructor reviewed a homework assignment on the difference between the simple past and present perfect tenses. The instructor used humor, board work examples, and responsive body language (moving about classroom, eye contact, modulated voice patterns) to stimulate student interest and attention. When one student experienced difficulty conceptualizing in English, the instructor referred the student back to her native Spanish, making a transition between familiar and unfamiliar language patterns.

The Extra English* classroom had approximately 21 students present, the majority of whom were Spanish speakers, with a small representation of Haitian and Asian students. It was the first of a two-day review for a forthcoming test on occupations. Students initially completed sentences which they copied from the board. The instructor

*Extra English courses are under the superivsion of the English Department.

TABLE 8

Instruction in English as a Second Language and English Reading

| Course | Number of Classes | Description | Curriculum or Material in Use |
|---|---|---|---|
| | | Fall | |
| E.S.L. I | 3 | Beginning | Teacher-made material Real stories - Katz |
| E.S.L. II | 1 | Beginning | |
| E.S.L. III | 3 | Intermediate | Teacher-made material Modern Short Stories - Dixon |
| E.S.L. IV | 1 | Intermediate | Teacher-made material, Shane - Company |
| English X1-2 | 3 | Supplementary E.S.L. | Everyday English |
| English X3-4 | 2 | Supplementary E.S.L. | Easy Reading Selections |
| RCTR | 1 | Regent Competency-MBS | |
| | | Spring | |
| Tes/I | 1 | Beginning | Teacher-made material Real Stories - Katz |
| Tes/II | 2 | Beginning | |
| Tes/III | 2 | Intermediate | Teacher-made material Modern Short Stories - Dixon |
| Tes/IV | 2 | Intermediate | Teacher-made material Shane - Company |
| Ex 1 | 1 | Supplementary E.S.L. | Everyday English Book I - Dixon |
| Ex 2 | 3 | Supplementary E.S.L. | Everyday English Book II - Dixon |
| Ex 3-4 | 2 | Supplementary E.S.L. | Easy Reading Selection in English, also Elementary Composition Practice Book I by Blanton |

called on students to read their answers and reminded them to speak to her in English. She asked them to keep in mind that she was interested in their understanding.

Native Language Instruction

While French and Italian language studies are still offered at John Jay and have been offered to LEP students since program inception, Spanish was the only native language instruction reported in this year's coordinator's report. Table 9 indicates which courses were offered during 1982-83. These are basically the same as in previous years, both in number of students served and the curriculum used. All classes met for five periods each week and were held exclusively for Spanishspeaking program students. A major difference between beginning and advanced language courses is that the number of native speakers, and the cultural emphasis increased as the level increased.

A member of the evaluation team observed an advanced Spanish class of about 11 students, during which the story La Celestina was discussed. The instructor used a variety of techniques to draw students into the lesson: new vocabulary was put on the board and explained; the instructor used his own and students' experience to explain the story's plot and motivation; the instructor asked students to summarize in their own words; he also used humor to instruct and reprimand (i.e, "I'm sorry to wake you up" he said to a dozing pupil). If students faltered as

TABLE 9

Instruction in the Native Language

| Course | Number of Classes | Average Register | Curriculum or Material in Use |
|---|---|---|---|
| | | Fall | |
| Spanish 1N | 2 | 34 | Vamos a Mexico |
| Spanish 3N | 5 | 34 | Civilizacion y Cultura |
| Spanish 5N | 2 | 34 | Calidoscopio de America |
| Spanish 7-8 | 1 | 34 | Calidoscopio de Espanol |
| | | Spring | |
| Spanish 2N | 2 | 34 | Susana y Javier en Espanol |
| Spanish 4N | 4 | 34 | Literatura y arte |
| Spanish 5 | 1 | 34 | Calidoscopio de America |
| Spanish 6N | 2 | 34 | Calidoscopio de America |
| Spanish 8N | 1 | 34 | Calidoscopio de Espanol |

they expressed themselves in Spanish, he urged them to try harder. He translated archaic phrases into common day usage. His rapport with students was very evident; most students stopped by his desk to wish him a happy weekend.*

Content-Area Instruction

As in the previous two years, bilingual courses in social studies, math, and science were offered by the project to eligible Spanish-speaking students exclusively, as indicated by Table 10. All classes reportedly met for approximately 5.2 hours each week and were taught almost entirely (95 percent) in Spanish. The materials used in all classes were reported as being appropriate to the students' reading level and corresponded to the mainstream curriculum. In addition, para-professional assistance was available on a pull-out basis. During the first year a course in career education was also offered, but was not continued. Global history and fundamental math courses were introduced during 1981-82. Observations by an evaluator and comments by teachers follow to give the reader additional insight into the instructional component.

Science

Science offerings in the bilingual program were limited to general science and biology. The curriculum in both courses adhered to

*Later in the day the observer ran into the same instructor, accompanied by a band of handsomely dressed male students. They were track students being taken out to eat pizza after school, a regular Friday event. When questioned, the instructor, who is their track coach, responded that he does it to build up their self-esteem and school pride.

TABLE 10

Bilingual Instruction in Subject Areas

| Course | Number of Classes | Average Register | Criteria for Selection of Students | Percent Materials in Native Language |
|---|---|---|---|---|
| | | Fall | | |
| Biology 1R | 2 | 34 | General Science & placement test | 90 |
| General Science 2 | 2 | 34 | General Science I placement tests | 100 |
| Hygiene | 1 | 34 | Required - seniors | 85 |
| American History 1R | 2 | 34 | GI History | 95 |
| Global History 1R | 1 | 34 | Required | 95 |
| Global History 3R | 2 | 34 | GI History | 95 |
| Alegebra 1R | 1 | 25 | Fundamental math & placement tests | 100 |
| Fundamental Math 1 | 1 | 30 | Required | 100 |
| | | Spring | | |
| Biology 2R | 1 | 34 | Biology 1R | 90 |
| Biology 2G | 1 | 34 | Biology G. or placement test | 90 |
| General Science 2 | 1 | 34 | General Science I | 100 |
| Algebra 2 | 1 | 25 | Algebra 1 | 100 |
| Fundamental Math 2 | 1 | 30 | Fundamental Math I | 100 |
| Fundamental Math 4 | 2 | 34 | Fundamental Math 3 | 100 |
| Eco R | 2 | 34 | Required | 90 |
| AH 2R | 2 | 34 | AH 1R or Eco R | 95 |
| GIH 2R | 1 | 34 | Required | 95 |

the established mainstream science classes. While facilities and equipment were reported as excellent by the science teacher, the lack of adequate texts in Spanish created an imbalance in instruction: students were asked to read English texts, yet respond in Spanish. Subsequently, the instructor created materials in order to bridge the gap between students' current knowledge and course offerings.

A member of the evaluation team observed a second term biology class. About 19 students were present, about three of whom arrived tardy. The instructor was reviewing a mimeo sheet on climate which he had assigned as homework. Using a globe to go over the material, the instructor called on students by name to respond to his inquiries. He used the blackboard to illustrate points; he also read some passages from his notes. In order to facilitate reading in the English text, he handed out a vocabulary list for the day's assignment, which had translations of key English concepts and phrases. It also listed questions to be answered for the next day's discussion.

Mathematics

Program participants were offered two levels of math fundamentals, rather than a single level course which was originally offered, along with algebra I and II (Regents Level). This change was introduced to better prepare students in math, an area in which students perform unfavorably as reported by this year's acting coordinator.

A member of the evaluation observed a math fundamentals classroom. Twenty students were present and generally behaved in an orderly manner. A small number (four to five male students seated in the back)

examined closets and noisily spoke to one another until the instructor told them to copy problems on the board. One late coming student (female) disrupted the class with a radio. The instructor asked the student to remove her "walkman"; she initially ignored the request but later complied. Students at the front of the room were cooperative; they did problems as requested and answered questions posed by the instructor. At the same time the same five male students who entered noisily, seemed uninterested as demonstrated by flying paper airplanes or reading magazines. The instructor ignored this misbehavior and continued to teach in a calm tone of voice. At dismissal, students at the front of the room crowded around the teacher for further clarification.

Social Studies

A member of the evaluation team observed an economics class of approximately 30 students. The instructor had just introduced a new theme and was reviewing the assigned homework. Initially he presented concepts in English, then switched to Spanish based on students' responses. Many had trouble following in English. The instructor utilized questioning techniques and anecdotal methods to keep interest going and class participation high. The instructor was also responsive to student questions.

Spanish was the primary language of instruction in all but the E.S.L. and Extra English classes where the reverse was true. While English was used in content-area instruction, its use was limited. Cultural examples were used to reinforce points. For example, during the economics lesson on business arrangements, the instructor elaborated

on the benefits of owning and operating a "bodega" as a sole proprietorship, a partnership, or as an incorporated business. Lastly, bulletin boards both within classrooms and in hallways reflected students' cultural heritage. These were done through a combination of teacher student effort.

## VI. NON-INSTRUCTIONAL SERVICES

Project "RESCATE" has offered its participants an array of non-instructional services partially funded through Title VII, and regular tax-levy monies. Project staff have also attempted to develop and maintain working relations with a variety of social services/educational agencies, as well as local business contacts in order to extend the project's resource base. Direct services to students have included: guidance; career orientation; outreach program of home visits; family language program; tutorial program; alternative school; trips to cultural and educational facilities; project newsletter; and ASPIRA counseling services. Non-direct services include curriculum development, staff development, and a parental involvement program.

### DIRECT SERVICES TO STUDENTS

#### Guidance

Bilingual program participants see the guidance counselor once per semester since his client load is 350 students. The bilingual guidance counselor, who speaks Spanish, Italian, and to a lesser degree, French, maintains working ties with John Jay staff and community agencies to provide supplementary services. An evaluator observed the acting director, vice-principal, and paraprofessional providing counseling to many students, both for immediate and long-term concerns. Students seemed to trust project staff and appeared eager to seek their aid in resolving personal, educational, and vocational needs. At one time the project's resource teacher handled many of the counseling needs, especially

students with severe behavior problems; this responsibility shifted to the staff as a whole when the position was cut.

Other

Not all enrolled students are able to complete their education at John Jay, bilingual program withstanding. Subsequently the "RESCATE" staff also counsels students to enroll in alternative education such as the Auxiliary Services for High Schools program at the Forsyth School or similar programs. Concerted effort is made to help students complete as much of their education as possible even if they must -- or think they must -- drop out before graduation at John Jay.

Career Orientation/Vocational Experience

While recognizing that students carry the triple handicap of their youth, lack of marketable skills, and the language barrier, project staff members have labored to provide career orientation through a one semester course, guest speakers, career day activities, and individual counseling. In addition, the project has attempted to place students in part-time jobs. This year, for example, the paraprofessional called local businessmen and helped placed approximately 15 students. Other resources have included the TOP program, a city-wide job program available to all John Jay students, and consultation with an on-site representative of New York State Employment Division.

Outreach

The project has provided an outreach effort primarily through its paraprofessional staff. Services have included visits to the homes

of students, especially truant ones. Home visits were complicated by the high mobility of the population, the danger inherent in visiting poverty neighborhoods, and by the fact that parents worked during school hours and were difficult to locate. In addition to visits, project staff would follow up with letters and phone calls -- all in an effort to insure greater school participation.

Family Language Program

This component actually predates Project "RESCATE," going back in existence* 10 or more years. It is partially funded by tax-levy monies as well as Title VII dollars. Basically, the project surveys students of newly arrived families and accepts families who are willing to take part in a year long language/culture program. It has served all representative language groups attending John Jay, but has mostly served Hispanics.

Participating families may invite relatives and interested neighbors to attend weekly sessions in their homes. Each participant is pre/post tested on a project-developed diagnostic test. During the course of the year participating families learn vocabulary related to everyday living situations, are exposed to cultural patterns typical of American urban life, and are invited to attend trips to cultural and educational facilities. Trips this year included: the World Trade Center, the Aquarium, New York Experience, a New York Mets baseball game, the Museum of Natural History, and the Circus.

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*There was a two-year interruption in services when the original funds ran out.

The project is staffed by 10 members of a variety of academic departments. All speak a second language. Each serves about two to three families per week. About half of the instructors were Title VII instructors during the regular day.

A sense of intimacy and trust between the staff and participating families is a necessary ingredient to the project's success as reported by the assistant coordinator of the Family Language Program. The project typically handles 30 or 40 families per year on a one-time basis; each year another group of newly arrived families is assisted. An annual self-evaluation documents project progress.

Related to project functioning, this program has:

--helped to reduce reliance by adults on adolescent children for translation purposes;

--facilitated students' receiving U.F.T. scholarships;

--acted as an in-house "big brother" to students;

--brokered jobs for family members, including bringing them on as paraprofessionals;

--encouraged/aided adult family members to obtain G.E.D. diplomas or pursue post-secondary education opportunities.

Tutorial Program

Project teachers and staff regularly tutored students on a need basis, usually during the second and eighth periods. Tutoring was conducted in the project office -- a large room with a conference table, almost always full with chatting students and ringing telephones. Despite these distractions, students and tutors earnestly tackled homework assignments. The acting director also reported that a school-wide

tutoring program, offered before school hours, was available and was frequently used by Asian students.

Alternative School

Although not reported this year by the director, the alternative school was noted in the 1980-81, 1981-82 evaluation reports. It was a school-wide project, carried on in the cafeteria for the benefit of students with severe behavior problems. It utilized a behavior modification approach; program exit depended on improved behavior and school attendance. One group was composed of bilingual program students and was staffed by the then employed resource teacher.

Trips to Cultural and Educational Facilities

The project has attempted to offer a broader view of American cultural and educational facilities through field trips. This year an evaluator was present when final arrangements for a trip to the Bronx Zoo were being made. Many students requested to sign up for this popular trip. While more than two bus loads of students were apparently both ready and willing to go, selection was limited to biology class membership -- in effect the trip was an extension of instruction. (Refer to Family Language Program for detailed listing of other trips taken).

Project Newsletter

This school year the project produced several issues of the program newsletter. These are produced by the acting director and project staff. They contain current news items of interest to the

various language communities, poems and essays by students and project staff, announcements of important events and programs, illustrations by students, and even a crossword puzzle. It was reported by the acting director, however, that only 50 copies were printed and distributed due to a paper shortage.

ASPIRA Counseling Services

In addition to the regular guidance program, the project offers additional academic vocation guidance through the presence of an on-site ASPIRA counselor. He meets with students to discuss post-secondary and college opportunities. An evaluator observed the ASPIRA counselor, armed with a general college listing, discuss college options with a program student. Also offered is the opportunity to take part in a daily after-school ASPIRA club.

INDIPECT SERVICES

Project quality was developed and maintained by ongoing support services in three areas: curriculum development, staff development, and parent involvement.

Curriculum Development

The project chiefly adapted existing curricula that paralleled or was directly translated from regular mainstream curricula in the following areas: general science, biology, ancient history, global history, fundamental math, algebra, English, and economics. It also pioneered a unit on Latin American history and one on careers. The latter was a full 16-week course, covering a complete array of topics, and accompanied by audio-visual materials. The bilingual program also

has a collection of tapes and printed materials for use by teachers and students. An evaluator was present when newly acquired materials were being upacked and inventoried.

In response to a previous evaluator's observation about the paucity of Spanish language materials in the school library, the acting director reported that he had added materials from his own resources. He reported that the library had not set aside monies to specifically augment its collection.

Staff Development

In the area of staff development, monthly staff meetings continue to be the mainstay of professional development. Topics this year included curriculum development, New York City resources, record keeping, and procedures for insuring compliance. Workshops and conferences were another source of learning. This year's staff gathered information on problems of adjustment for Central American students, bilingual special education, proposal writing, use of computers in education, and mastery learning. Staff attended both the SABE and NABE conferences. Lastly, four staff members attended local colleges and universities to pursue further learning in the areas of language, research, psychology, contemporary Latin America, and personnel.

The vice principal reported that while he had received numerous invitations to participate in out-of-school workshops, coverage for teachers was such an ongoing issue that it was nearly impossible to send interested staff.

Parent Involvement

Parents were informed of adult education offerings at John Jay. The project specifically offered workshops to help parents develop their children's study habits, build communication skills, and counsel for appropriate career choices. Parents were also involved in the drafting of the newly submitted Title VII grant on computers.

## VII. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives.

### ACQUISITION OF ENGLISH SYNTAX

The Criterion Referenced English Syntax Test (CREST) was used to measure achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25 and 15 on Level III.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean and an index of objectives achieved per month was then computed. As the test's levels have not been vertically equated students must be pre- and post-tested on the same level. This results in a ceiling effect for those students who achieve high scores on the pre-test. In those cases where pre- and post-testings are on different levels no gain scores or objectives per month index may be computed. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

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*Board of Education of the City of New York, Division of High Schools, 1978.

Program objectives called for the acquisition of one CREST objective per month by E.S.L. students. The test was administered at the beginning and end of each semester. Table 11 presents the test results by semester. Data were available for approximately 80 percent of E.S.L. students for the fall semester and 90 percent of students for the spring term. Students tested on Levels I and II in the first term acquired CREST objectives at the average rate of approximately 2.25 per month of attendance. Level III students mastered CREST objectives at the rate of 1.88 per month. During the spring semester, students tested on Levels I and II acquired objectives at the average rate of 1.87 per month. There were no available data for Level III students in the spring semester. Students tested on Level I in both semesters and on Level II in the fall, manifested quite low pre-test scores, indicating that those students began the semester with little knowledge of English syntax. All groups of students in both semesters showed gains on CREST achievement, exceeding the criterion of one CREST objective per month of attendance. In the fall semester, the average rate of acquisition was more than double the criterion. In part, this was due to rather low pre-test scores which left considerable room for improvement.

Table 12 presents passing rates for students enrolled in E.S.L. courses by grade level and semester. This information is presented as supplementary data in English language achievement for program students. The generally accepted guideline is for a 70 percent passing rate. By this standard, students performed quite well, particularly during the

spring semester when passing rates averaged 90 percent across grade levels, for beginning and intermediate E.S.L. courses.

TABLE 11

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Same Test Level)

| Test Level | Number of Students | Average Number of Objectives Mastered Pre | Post | Objectives Mastered* | Average Months of Treatment | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|
| | | | Fall | | | |
| I | 49 | 2.35 | 7.37 | 5.02 | 2.51 | 2.00 |
| II | 46 | 2.70 | 9.50 | 6.80 | 2.70 | 2.52 |
| III | 10 | 8.50 | 14.00 | 5.50 | 2.92 | 1.88 |
| TOTAL | 105 | 3.09 | 8.93 | 5.85 | 2.63 | 2.22 |
| | | | Spring | | | |
| I | 68 | 3.60 | 8.97 | 5.37 | 3.27 | 1.89 |
| II | 54 | 5.80 | 12.28 | 6.48 | 3.56 | 1.85 |
| TOTAL | 122 | 4.57 | 10.43 | 5.86 | 3.39 | 1.87 |

*Post-test minus pre-test.

TABLE 12

Number of Program Students Attending Courses and the Percent Passing Teacher-Made Examinations in English As A Second Language

| E.S.L. Level | Grade 9 N | Grade 9 % Passing | Grade 10 N | Grade 10 % Passing | Grade 11 N | Grade 11 % Passing | Grade 12 N | Grade 12 % Passing | Total N | Total % Passing |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Fall | | | | | | |
| Beginning | 13 | 62 | 47 | 57 | 20 | 80 | 2 | 100 | 82 | 79 |
| Intermediate | 0 | 0 | 25 | 84 | 16 | 75 | 5 | 100 | 46 | 83 |
| Mainstream | 0 | 0 | 1 | 0 | 25 | 96 | 27 | 93 | 53 | 94 |
| | | | | Spring | | | | | | |
| Beginning | 0 | 0 | 40 | 88 | 19 | 95 | 2 | 100 | 61 | 90 |
| Intermediate | 26 | 88 | 29 | 93 | 19 | 84 | 4 | 100 | 78 | 90 |
| Mainstream | 4 | 75 | 18 | 100 | 33 | 82 | 29 | 100 | 84 | 92 |

NATIVE LANGUAGE READING AND COMPREHENSION

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura, Level 3. The Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing As ociates. The purpose of the series is to evaluate achievement in English and in Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures.

The Prueba de Lectura, Forms CE and DE levels correspond to the following grades:

| Level | Ages | Grades |
|---|---|---|
| 1 | 6-7 | 1-2 |
| 2 | 7-8 | 2-3 |
| 3 | 9-11 | 4-6 |
| 4 | 12-14 | 7-9 |
| 5 | 15-18 | 10-12 |

However, the publishers recommend that local norms be developed for the tests. Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

Program objectives called for significant gains on the Prueba de Lectura. Results are presented in Table 13 by grade level. All students were tested on level 3 indicating that program personnel believed the Spanish reading skills of these New York City students were below those of the group for which the test was developed (Puerto Rican

students on the island). Level 3 appears to have worked well for the New York group: results for all grades statistically significant. For grades nine through eleven, results were statistically significant and effect sizes quite large. The effect size for grade twelve was of moderate size. The evaluation objective in this area was clearly realized.

Table 14 presents passing rates for pupils enrolled in Spanish language classes by grade level and semester. Passing rates were 88 percent and 85 percent for the fall and spring semesters, respectively, when collapsed across grade levels. Passing rates were generally high when examined for each grade level. These results surpass the criterion set at a 70 percent passing rate.

There were some data available for students enrolled in French/ Haitian language classes. In the fall term, there were 12 such students, of whom 11 passed their course. In the second semester, two-thirds of the 15 students enrolled in these classes were given passing grades. As there were few students enrolled in French classes, these results do not lead to any firm conclusions about native language achievement by the program's Haitian students. The program proposed to administer the Basic Inventory of Native Language test to French-speaking students, however, no data were provided in this area.

TABLE 13

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on the Prueba de Lectura, Level 3, by Grade

| | | Pre-Test | | Post-Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Educational Significance |
| 9 | 28 | 61.21 | 22.92 | 81.61 | 22.37 | 20.39 | .752 | 6.77 | .0001 | 1.28 |
| 10 | 73 | 62.68 | 24.01 | 75.52 | 28.13 | 12.84 | .903 | 9.03 | .0001 | 1.06 |
| 11 | 54 | 85.37 | 21.79 | 94.89 | 19.10 | 9.52 | .844 | 5.98 | .0001 | .81 |
| 12 | 13 | 89.62 | 19.76 | 93.77 | 22.18 | 4.15 | .963 | 2.42 | .032 | .67 |

TABLE 14

Number of Program Students Attending Courses and Percent Passing

Teacher-Made Examinations in Spanish Language Studies

| | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % Passing | N | % Passing | N | % Passing | N | % Passing | N | % Passing |
| Fall | 13 | 92 | 56 | 79 | 35 | 97 | 15 | 100 | 119 | 88 |
| Spring | 25 | 88 | 68 | 84 | 41 | 88 | 10 | 80 | 144 | 85 |

## ACHIEVEMENT IN MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND OTHER CONTENT AREAS

Stated program objectives called for the attainment of a 70 percent passing rate by students enrolled in content-area courses. Results by grade level and semester are presented in Table 15. When collapsed across grade levels, the passing rates for students enrolled in mathematics classes were 75 percent in the fall and 77 percent in the spring. Pupils enrolled in science classes attained passing rates of 76 percent in the fall semester and 78 percent in the spring semester. The overall passing rate for social studies classes was 63 percent in the fall and 76 percent in the spring. Finally, the overall passing rates for students enrolled in business and vocational courses were 91 percent in the fall and 85 percent in the spring. There was some variability in passing rates between grades, from a low of 50 percent for tenth-grade business/vocational students to a high of 100 percent in senior science and mathematics classes and ninth-grade business/vocational courses. Generally the lowest passing rates were manifested by tenth-grade students in the fall semester. On balance, it is clear that the program objective in this area was realized.

TABLE 15

Number of Spanish-Speaking Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects[a]

| Content-Area | Grade 9 N | Grade 9 % Passing | Grade 10 N | Grade 10 % Passing | Grade 11 N | Grade 11 % Passing | Grade 12 N | Grade 12 % Passing | Total N | Total % Passing |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Fall | | | | | | |
| Mathematics | 14 | 92.9 | 68 | 58.8 | 48 | 81.3 | 19 | 100.0 | 149 | 74.5 |
| Science | 14 | 85.7 | 66 | 62.5 | 24 | 91.7 | 20 | 85.0 | 115 | 75.7 |
| Social Studies | 13 | 69.2 | 70 | 52.9 | 52 | 65.4 | 29 | 79.3 | 164 | 62.8 |
| Business/Vocational | 1 | 100.0 | 6 | 50.0 | 37 | 91.9 | 36 | 97.2 | 80 | 91.3 |
| | | | | Spring | | | | | | |
| Mathematics | 32 | 87.5 | 79 | 69.6 | 49 | 77.6 | 23 | 87.0 | 183 | 77.0 |
| Science | 28 | 64.3 | 70 | 75.7 | 31 | 87.1 | 11 | 100.0 | 140 | 77.9 |
| Social Studies | 27 | 77.8 | 78 | 69.2 | 62 | 75.8 | 23 | 95.7 | 190 | 75.8 |
| Business/Vocational | 11 | 100.0 | 38 | 81.6 | 64 | 76.6 | 48 | 95.9 | 161 | 85.1 |

[a]Mathematics courses include remedial math, fundamental math, pre-algebra, algebra, geometry, eleventh- and twelfth-grade math, advanced placement math, business math, calculus, and R.C.T. Preparation. Science courses include general science, biology, chemistry, physics, geology/earth science, and hygiene/health education. Social studies courses include world geography/culture, world/global history, American history, economics, American studies/culture and "other". Business/vocational courses include typing, stenography, office machines, record keeping, accounting, key-punching, auto mechanics, electrical and wood shop, drafting/drawing, art, and music.

ATTENDANCE

Program objectives called for an attendance rate among program students at least 10 percent higher than that of the general school population. Attendance rates for program students are presented in Table 16. Attendance rates were rather consistent between program students of various grades. In addition, a z-test was used to examine the difference in attendance rates of program students and the general school population. A result (z-value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. The z-test results are presented in Table 17. From this table it can be seen that the program objective in this area was achieved. Program students' attendance was higher to a statistically significant degree.

The evaluation design also called for comparison of dropout rates for program students and general school population. After consultation with program personnel, it was decided not to perform this test as reliable data were lacking for the 1982-83 academic year.

TABLE 16

Attendance Percentages of Program Students

| Grade | Number of Students | Mean Percentage | Standard Deviation |
|---|---|---|---|
| 9 | 33 | 91.48 | 7.15 |
| 10 | 89 | 87.99 | 14.23 |
| 11 | 72 | 91.58 | 9.37 |
| 12 | 35 | 90.89 | 16.23 |
| TOTAL | 229 | 90.11 | 12.43 |

TABLE 17

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

| Number of Students | School Register | Program Attendance | School Attendance Rate | Q[a] | z[a] | Significance |
|---|---|---|---|---|---|---|
| 230 | 2762 | 90.11 | 72.97 | 27.03 | 5.85 | .0001 |

[a]The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P and n=the number of program students.

## VII. CONCLUSIONS AND RECOMMENDATIONS

This section will review the long range goals set out in the original Project "RESCATE" proposal; it will use this year's evaluation results along with previous project reports to substantiate project progress. Also included are areas of project achievement, which problem areas were identified, and what changes were made in response to previous evaluations. Finally, recommendations will be offered as if a similar project were to be continued at John Jay.

### INSTRUCTIONAL OFFERINGS

Under instructional goals the "RESCATE" proposal listed the improvement of communication skills in Spanish and English, and an increase in students' career education concepts and skills. Students were also projected to receive a passing grade or better in instructional areas such as mathematics, social studies, and science.

The data presented in previous evaluation reports indicated that program students were achieving positively as demonstrated by improved CREST scores on pre/post test measures, passing grades in both program and mainstream courses, and high honors for some program students, the latter including very high class ranking and membership in ARISTA, a national honor society. Students not only achieved specific program goals but maintained an overall positive standing at John Jay at large. This was verbally confirmed by both acting coordinator and vice-principal during this year's evaluation visit. A review of the 1982-83 test outcomes reveals the following:

--168 students showed statistically significant improvement in their native language scores based on pre/post testing;

--overall passing rates in native language studies classes exceeded 85 percent both semesters for Hispanic students and were 92 percent (fall) and 66 percent (spring) for the small group of Haitian students;

--overall passing rates in content-area subjects exceeded 75 percent both semesters, except for students in fall social studies;

--over 100 students mastered an average of approximately two objectives per month in fall and spring CREST testing results.

OTHER INSTRUCTIONAL GOALS

The project listed some additional goals related to project functioning:

--establishing, developing, maintaining a comprehensive model of bilingual/bicultural education;

--the development of functional bilingualism, including career education areas;

--establishing, maintaining intensive and small group instruction; and

--developing a comprehensive cultural heritage program, including a career education component.

These goals were met in a variety of ways. The program attempted to serve a variety of language groups; it offered a range of instructional services (classroom instruction, alternative school, tutoring, and family language instruction); it networked with outside community agencies and businesses, and as such served as an effective bridge for the LEP student in transition. Follow up and referral services were also available to students who were no longer directly participating in the program.

ATTENDANCE/DROP-OUT PREVENTION

The program was concerned with the related problems of attandance and drop-out; this was in keeping with a school-wide concern at John Jay: that Hispanic students were at risk, more so than their counterparts. Attendance records show tremendous success with this objective, the average attendance rate for each project year is as follows:

--1980-81, 87 percent;

--1981-82, 91 percent;

--1982-83, 90 percent.

Figures on drop-out rates for program students were not available, but the acting coordinator stated he felt they were lower than the school-at-large.

GUIDANCE AND SUPPORT SERVICES

The program listed four goals related to guidance functions:

1) To develop a bilingual guidance program which will meet the special needs of potential drop-out students with Haitian and Spanish backgrounds.

2) To establishing effective procedures for screening, evaluating, identifying, and referring LEP children with guidance needs.

3) To develop a bilingual guidance program which will provide Career Education techniques, information and work experiences for the participating pupils.

4) To provide opportunities for parents to learn about and become more involved in the bilingual and career education of their children.

Activities related to goals number 1, 2, and 4 have been noted in the body of this report (see Non-Instructional Services). As for career education, this was achieved through a course offered during academic year 1980-81, but was also provided through the ASPIRA offerings, printed materials which were available at the project office, as well as incorporated into course mini-units -- i.e., the economics lesson which an 1982-83 evaluator observed, gave students an opportunity to explore the idea of business ownship through the common example of the bodega. Another source of career education were career days and meetings with parents; these offered the student (and his parents) information and possible support for career options.

The guidance program, including ASPIRA offerings, bolstered interest in post-secondary education; during 1982-83, 27 program students applied to 13 state and local colleges, and training schools. These included both two-year and four-year institutions in the CUNY (City University of New York) system, private institutions such as N.Y.C. Technical College, and the University of Puerto Rico. Applicants included 6 Asians, 19 Hispanics, and 2 others. The acting director reported that the majority of these were accepted.

CURRICULUM DEVELOPMENT

Three goals were indicated in the "RESCATE" proposal:

1) To develop the special Bilingual Learning Activity Packets for twelve courses of study and the Career Education Curriculum Guides as a supplement to existing curriculum guides in all areas of instruction.

2) To acquire materials in Spanish and French in the various curriculum areas, in Career Education in the history and culture of the United States, and in the history and culture of the Spanish- and French-speaking Caribbean Islands and Central and South Americas, all of the which will be suitable for and relevant to secondary level bilingual program pupils.

3) To continue developing bilingual materials to meet the needs of students and parents in terms of curriculum guidelines, activities, and materials.

An evaluator examined existing curriculum, about ten notebooks containing course outlines, and in some cases examples of model lessons, homework assignments, appropriate follow-up questions. These materials were at different levels of development and usefulness. In a previous report (1981-82) it was noted that since courses at John Jay were similar to those taught elsewhere in the city and country, it might be appropriate to shift from development to acquistion of materials. This observation held for 1982-83, especially since staff resources were fewer than before.

STAFF DEVELOPMENT

The project proposal listed five goals related to staff development:

1) To establish, develop and maintain an ongoing program of in-service staff training for teachers and paraprofessionals participating in the project.

2) To establish, develop, and maintain a college course work program in which staff members will take accredited courses in methods and materials of bilingual education, career education, and specific related fields of instruction and guidance.

3) Teachers and paraprofessionals participating in the staff training program will, by the end of the project period, demonstrate the attitudes, language competency, and teaching skills needed to maintain the bilingual-bicultural program.

4) The project staff will become aware of the dual needs of the children with whom they are working: the need for special approaches to help potential dropouts and, furthermore, the need for special approaches to help them overcome the additional problems created by their limited English proficiency.

5) Project staff will establish, develop and maintain effective communication with the parents of the children participating in the program.

Project staff participated chiefly in in-house activities such as monthly departmental meetings, topical workshops, and meetings with parents. A few staff members pursued related course work, and even fewer participated in outside workshops and conferences. This was due apparently more from lack of release time resources than low interest levels as reported by the vice-principal during the 1982-83 visit.

PARENT INVOLVEMENT

The fifth area of program functioning also had goals to accomplish during the three-year funding cycle:

1) To establish, develop, and maintain an active, ongoing parental and community involvement program. Parents and community members will demonstrate their interest in the program by participating in the Student-Family Outreach component of this program.

2) To involve parents and community members in the Cultural Heritage aspect of the program by having them serve as resources for activities and materials related to the program.

3) To develop leadership qualities in parents and community members by their participation in the Project Advisory Committee and other parent organizations through which they can help develop, implement, and evaluate the bilingual educational program serving their children.

Chiefly through the use of paraprofessional staff and the Family Language Program, parents were brought into the educational

mainstream. They were also informed through letters, parent meetings, and phone calls. It was not an easy task to develop and maintain this component since many parents were busily working and adjusting to their new surroundings, and in some cases were totally absent. (Children often lived with relatives who acted as informal guardians.)

RESPONSE TO PRIOR RECOMMENDATIONS

The project has been commended for its functioning throughout its three years of operation. In the past the project has been asked to consider various recommendations to improve effectiveness:

--An assessment by bilingual official class teachers of the participation of monolingual English-speaking students in the bilingual program for social integration;

--Better documentation of the actual services provided to the French-, Italian-, and Portuguese-dominant students participating in the program;

--An increase in staff involvement in policy planning and other aspects of program administration;

--The formation of a clearer language-use policy in the content areas, the restructuring of Spanish-language instruction to reflect the needs of native speakers and second language learners, the extension of E.S.L. instruction, the incorporation of a remedial mathematics course into the program, and the expansion of tutorial services;

--Strengthening community and local business ties in an effort to locate new sources of employment for program students;

--Reinforcing the successful parental involvement component, including the maintenance of the family language program;

--Conducting an assessment of existing curriculum needs and a search of available materials from central sources and other Title VII projects.

Several changes took place during the three-year period, in part due to recommendations, in part due to changes in personnel resources:

--Monolingual English speakers were returned to mainstream official classes;

--The extension of E.S.L. instruction through Extra English classes;

--The incorporation of a two semester remedial mathematics courses;

--The strengthening of local business ties to locate employment for program students; and

--The maintenance of the family language program.

Less successful were efforts to better document non-Hispanic participation, to increase staff involvement in policy planning, the development of a written language use policy, the expansion of tutorial services, and the search for available materials from outside sources. A preference for informal arrangements and the shortage of personnel (professional, paraprofessional) seemed to contribute to the continuance of these problem areas. While it is beyond the scope of this new report to recommend new hirings, it may be appropriate to recommend a restructuring of roles to accomplish these tasks.

## FINAL COMMENTS

Project "RESCATE" is only one of John Jay's efforts to respond to the needs of Hispanics and speakers of other languages. While the project will close operation at the end of academic year 1982-83, the needs of students will continue to be met in some way. Gone, of course, will be the special administrative and guidance support now offered, but instructional support will continue. It is feared that the attendance and drop-out rates will rise dramatically. Both the principal and vice principal noted that they anticipated these projected

increases as a consequence of program cessation. They were hoping that a newly filed Title VII grant would be awarded to prevent this from happening. The Family Language Program will probably continue, but at a reduced level. No new recommendations are offered, only that careful attention be given to those of the past. The program has served a thousand or more students through its three years of operation. It is the evaluation team's hope that services to LEP students will continue at John Jay -- so long as the need exists, even in the absence of Title VII funds.

# IX. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

| Function | Time Spent in Each Function | Date Appt. to Each Function | Education (Degrees) | License(s) | Total Yrs. Experience Education | Years Experience Bilingual | Years Experience E.S.L. |
|---|---|---|---|---|---|---|---|
| Project Coordinator<br>Teaching | .8<br>.2 | 9/80<br>9/66 | B.A. Foreign Language<br>M.A. Romance Language<br>M.A. Educ. Administrator<br>Ph.D. Candidate | Spanish<br>E.S.L.<br>French | 17 | 8 | 1 |
| Curriculum<br>Teaching | .6<br>.4 | 2/83 | B.A.<br>M.A. | Spanish | 14 | 9 | 0 |
| Curriculum<br>Teaching | .2<br>.8 | 2/83<br>9/72 | B.A.<br>M.A. in Library Science<br>M.A. Education | Spanish<br>Italian<br>Chem. Gen Science | 12 | 9 | 0 |
| Teaching | 1.0 | 9/75 | B.A.<br>M.A. | Bilingual Soc. St. | 8 | 8 | 0 |
| Teaching | 1.0 | 9/70 | B.A.<br>M.A.<br>M.S. | E.S.L. | 13 | 10 | 10 |
| Assistant Principal<br>Language Teaching | .8<br>.2 | 9/68 | B.A.<br>M.A. French<br>M.A. Administration | E.S.L. | 18 | 6 | 6 |
| Teaching | 1.0 | 9/70 | B.A.<br>M.A. Spanish | Spanish | 15 | 8 | 0 |